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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014	NEW RULE EARLY CHILDHOOD EDUCATION	
<u>10.58.527 EARLY CHILDHOOD ENDORSEMENT</u>		
(1) Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a nonendorsement field to appear on the teaching certificate shall:	<u>(1) The provider requires that successful candidates:</u>	
(a) meet the standards for the area of permissive special competency as approved by the Board of Public Education and outlined below; and		
(b) when specified, have laboratory experiences under the jurisdiction of the preparing institution.		
(2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.		
(3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement. This may be offered as a minor to elementary education and is designed for prospective teachers of children ages eight and under.		
(4) The early childhood permissive special competency program requires that successful candidates:	<u>(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning</u>	
(a) demonstrate knowledge of child development and learning;		



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	<u>processes and motivation to learn.</u>	
	<u>(b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;</u>	
(b) develop relationships that involve family and community in children's learning;	<u>(c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural and linguistic contexts, temperament, approaches & dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;</u>	
	<u>(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children;</u>	
(c) observe, document, and assess learning to support young children and families	<u>(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child;</u>	
(d) demonstrate knowledge of early childhood education and apply effective instructional strategies, including: (i) knowing, understanding, and using positive relationships and supportive interactions;	<u>(f) know about, understand, and value the importance and complex characteristics of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, and supports (including the impact of having a child with special needs), and community</u>	



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	<u>resources:</u>	
(ii) knowing, understanding, and using a wide array of appropriate, effective approaches, strategies, and tools for early education;	<u>(g) create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;</u>	
	<u>(h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find resources such as parenting information, mental health, health care, and financial assistance;</u>	
	<u>(i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;</u>	
(iii) knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines;	<u>(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to (i) learn about children's unique qualities, (ii) guide instruction, and (iii) evaluate effective curriculum to maximize children's development and learning;</u>	
(iv) using their own knowledge and other	<u>(k) make ethical considerations when administering and</u>	



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resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes; and	<u>interpreting assessments including (i) an understanding of family context and involving families in the assessment process, (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people), and (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;</u>	
(v) meeting the unique needs of every child, including children with disabilities, children with different socio-economic backgrounds, and children from diverse cultural heritages, with a focus on American Indians.	<u>(l) create a caring community of learners that supports positive relationships, promotes the development of children's social, emotional, and friendship skills and assists children in the development of security, self-regulation, responsibility, and problem solving;</u>	
	<u>(m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology;</u>	
	<u>(n) provide curriculum and learning experiences that reflect the languages, cultures, traditions and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to Montana's American Indians and tribes in Montana;</u>	
	<u>(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group</u>	



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	<u>contexts, and utilizing the environment, schedule, and routines as learning opportunities; and</u>	
	<u>(p) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana's Content Standards (K-5), Indian Education for All.</u>	
	<u>(q) Integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including (i) language and literacy, (ii) mathematics, (iii) science, (iv) social studies, (v) the arts (music, creative movement, dance, drama, visual arts), and (vi) physical activity and movement education, including health and safety;</u>	
	<u>(r) base curriculum planning on the understanding of the particular significance of social and emotional development as the foundation for young children's school readiness and future achievements;</u>	
	<u>(s) uphold and use the NAEYC Code of Ethical Conduct, the Professional Educators of Montana Code of Ethics, and other applicable regulations and guidelines to analyze, resolve and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;</u>	
	<u>(t) collaborate with multiple stakeholders including (i) teachers in preceding and subsequent grade levels to</u>	



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	<u>increase continuity and coherence across ages/grades, (ii) families and interdisciplinary professionals to meet the developmental needs of each child, and (iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;</u>	
	<u>(u) use formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;</u>	
	<u>(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;</u>	
	<u>(w) engage in informed advocacy for young children and the early childhood profession;</u>	
	<u>(x) demonstrate aforementioned knowledge, skills and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the following settings: early school grades, child care centers and homes, Head Start, or community-based preschool programs.</u>	

